

Key Measures

Closing the Gaps targets in italics

Unduplicated Headcount

Fall 2000	25,856	% chg.
Fall 2001	27,577	+6.7%
Fall 2002	29,156	+5.7%
Fall 2003	28,862	-1.0%
Fall 2005	29,480	target
Fall 2015	36,500	target

African-Amer. Headcount

Fall 2000	1,710	% chg.
Fall 2001	1,820	+6.4%
Fall 2002	1,923	+7.3%
Fall 2003	2,023	+3.6%
Fall 2005	1,950	target
Fall 2015	2,414	target

Hispanic Headcount

Fall 2000	5,330	% chg.
Fall 2001	5,842	+9.6%
Fall 2002	6,297	+7.8%
Fall 2003	6,314	+0.3%
Fall 2005	6,077	target
Fall 2015	7,520	target

Other Non-White Headcount

Fall 2000	2,399	% chg.
Fall 2001	2,774	+15.4%
Fall 2002	3,248	+16.0%
Fall 2003	3,062	-4.8%
Fall 2005	2,735	target
Fall 2015	3,391	target

All Degrees/Awards

Annual 2000	981	% chg.
Annual 2001	1,008	+2.8%
Annual 2002	1,078	+6.9%
Annual 2003	1,184	+9.8%
Annual 2005	1,190	target
Annual 2015	1,440	target

Associate Degrees

Annual 2000	711	% chg.
Annual 2001	713	+0.3%
Annual 2002	723	+1.4%
Annual 2003	766	+5.9%
Annual 2005	891	target
Annual 2015	1,075	target

Technical Degrees

Annual 2000	131	% chg.
Annual 2001	144	+9.9%
Annual 2002	174	+20.8%
Annual 2003	265	+52.3%
Annual 2005	181	target
Annual 2015	219	target

Health/Nursing Degrees

Annual 2000	266	% chg.
Annual 2001	244	-8.3%
Annual 2002	276	+13.1%
Annual 2003	292	+5.8%
Annual 2005	400	target
Annual 2015	480	target

Fall 2004 data avail. Oct., 2004.

Closing the Gaps UPDATE Summer 2004



Where did "Closing the Gaps" come from?

From 2000 to 2015, Texas' population is projected to increase by almost 5.1 million to more than 29 million people – a 24.3% gain. This reflects an average annual growth rate of nearly 1.6%, while nationally the population is increasing by only 1.1% per year.

Texas' Hispanic population is expected to increase from 33% of the current total population to 44.9% by 2025. Together, Hispanics and Blacks are projected to account for more than 55.4% (16.4 million) of Texas population by 2025, with Anglos accounting for 39.8% (11.8 million).

Historically, Texas Hispanics and Blacks have been poorly represented in higher education. In 2002, these groups accounted for 51% of the state's age 15-to-34 population, but only 36% of college and university enrollment.

- excerpted from "Strategic Plan for Texas Public Community Colleges, 2005-2009," Texas Higher Education Coordinating Board, Division of Community and Technical Colleges

Closing the Gaps by 2015 was adopted in October 2000 by the Texas Higher Education Coordinating Board (THECB). The plan, which is directed at closing educational gaps within Texas, as well as between Texas and other states, has four goals: to close the gaps in student participation, student success, excellence, and research. Each goal in the plan includes intermediate targets for assessing progress toward the goals.

In addition to the statewide goals and targets established in the plan, higher education institutions submitted their own targets, all of which are available on the THECB website. By Summer 2005, Austin Community College (ACC) Office of Institutional Effectiveness staff will evaluate all ACC Closing the Gaps goals and targets through 2015 based on comparing our actual participation and success rates, as well as excellence ratings, with our original targets.

For more information:

www.theccb.state.tx.us/ClosingTheGaps/
www2.austincc.edu/oiepub/ctg/

How is ACC doing?

The data show increases in both minority participation and success at ACC since 2000. In some cases, ACC Fall 2003 data show we are already exceeding our 2005 Closing the Gaps targets. However, these increases may have more to do with our region's continued fast population growth and an acute spike in the number of unemployed, than with ACC's efforts to increase minority participation and completions. In order to meet ACC's current 2015 Closing the Gaps goal of 36,500 total headcount, we would have to add over 630 students per year through 2015 - an average annual growth rate of 2%.

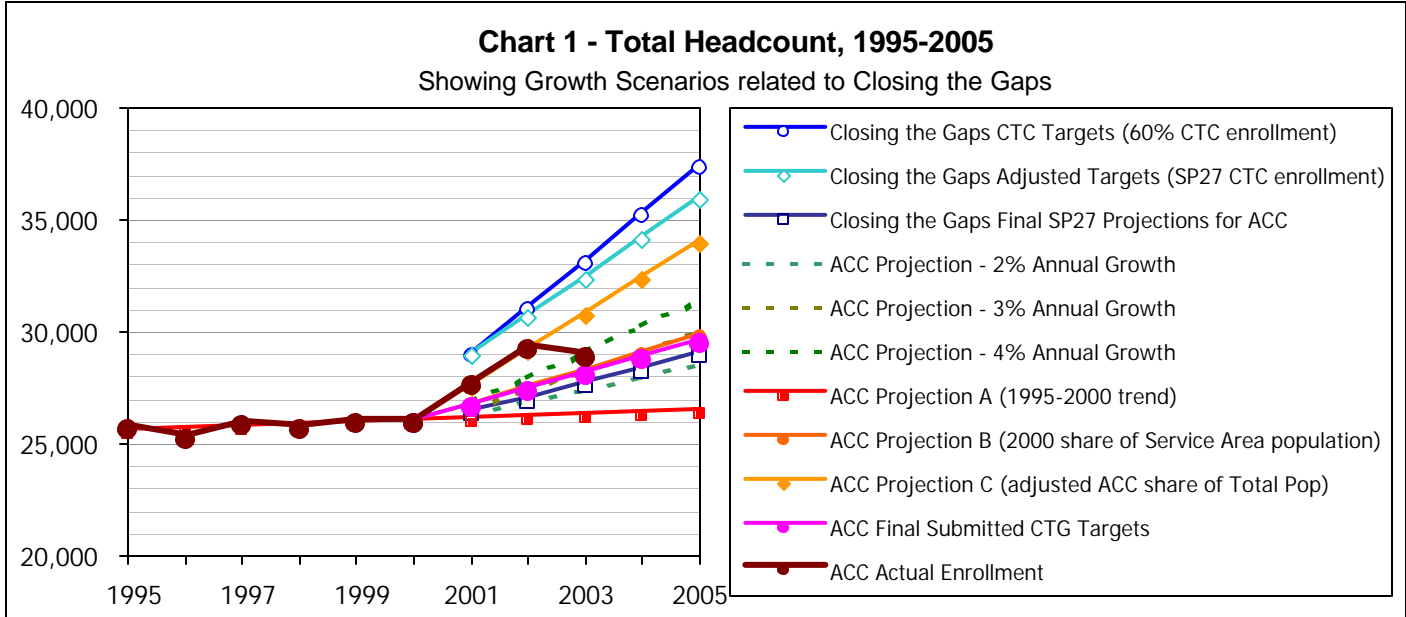
OIE will release another update in Spring 2005 with Fall 2004 data and a methodology for reviewing and revising, if necessary, our Closing the Gaps 2015 goals and intermediate targets.

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ACC Year 2000 Projections

In 2000, ACC Office of Institutional Effectiveness staff analyzed several different enrollment growth scenarios before submitting a final set of Closing the Gaps Participation targets to the THECB (Chart 1). To date, actual enrollment has exceeded our submitted targets. A more detailed description of each scenario is available on the OIE website.
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Minority Headcounts

Data reveal that ACC had surpassed its projected enrollments for both Blacks and Hispanics (Chart 2 and Table 1). Specifically, actual enrollments for Black students surpassed projections by 4% in fall 2001, 6% in fall 2002, and 9% in fall 2003. Actual enrollments for Hispanic students surpassed projections by 7% in fall 2001, 12% in fall 2002, and 9% in fall 2003. Actual enrollments for White students surpassed projections for two of the three fall terms.

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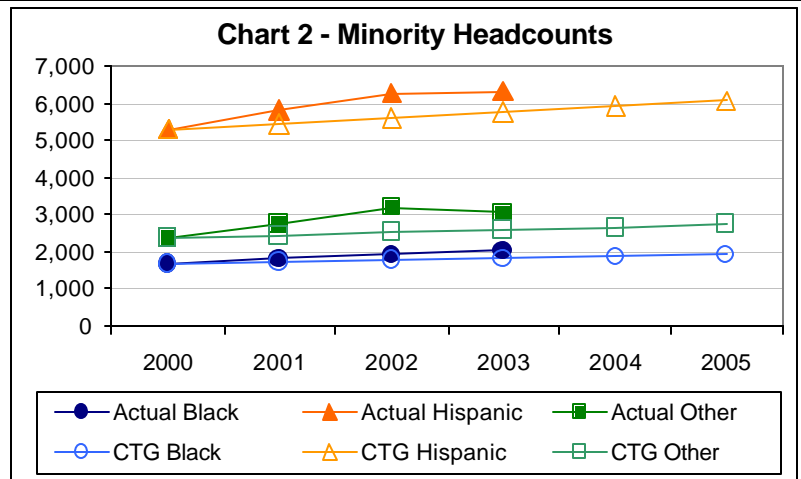


Table 1 - Participation Rates and Progress Toward 2005 Targets

	Fall 2000	Fall 2003	Increase from 2000 to 2003	Increase Remaining to 2005 Target	2005 Target	Percent of Target Achieved
Total	25,856	28,862	3,006	618	29,480	97.9%
White	16,417	17,463	1,046	1,255	18,718	93.3%
Black	1,710	2,023	313	-73	1,950	103.7%
Hispanic	5,330	6,314	984	-237	6,077	103.9%
Asian	1,552	1,515	-37	-327	2,735	112.0%
Other	847	1,547	700			

Source: THECB Certified Student Reports. These data do not include students who are non-U.S. citizens or who have not paid tuition by the semester census date.

Completions

A review of 2003 data on all of our degrees and awards (Table 2) indicated that ACC had, essentially, reached its 2005 target for degrees awarded. Overall, the number of degrees awarded had increased 21% between 2000 and 2003. Among the three main ethnic groups, Black students had the highest percentage increase in degrees awarded between 2000 and 2003. However, when examining the last two years of data, the number of degrees awarded to Hispanic and White students increased at a significantly higher percentage than for Black students.

Year	White	Black	Hispanic	Total	2005 Target	% of 2005 Target
2000	712	69	200	981	1,190	82.4%
2001	712	103	193	1,008	1,190	84.7%
2002	748	107	223	1,078	1,190	90.6%
2003	795	111	278	1,184	1,190	99.5%

*Does not include Level 3 Certificates

Year	White	2005 Target	% of 2005 Target	Black	2005 Target	% of 2005 Target	Hispanic	2005 Target	% of 2005 Target	Total
2000	512	584	87.7%	50	57	87.7%	149	170	87.6%	711
2001	506	584	86.6%	71	57	124.6%	136	170	80.0%	713
2002	504	584	86.3%	64	57	112.3%	155	170	91.2%	723
2003	512	584	87.7%	65	57	114.0%	189	170	111.2%	766

An examination of 2003 Associate degrees awarded to Black and Hispanic students (Table 3) revealed that both ethnic groups surpassed their 2005 targets by 14% and 11%, respectively. Although the number of Associate degrees awarded to Black students surpassed 2005 targets each of the last three years, the actual number of Associate degrees awarded stalled in comparison to Hispanic students over the same time period.

An analysis of Fall 2003 Technical degrees awarded (Table 4) revealed that ACC surpassed its 2005 target by a significant percentage. Overall, the number of Technical degrees awarded in 2003 increased over 50% compared to the previous year. An analysis of 2003 data by ethnic group indicated that Hispanic students had the largest one year increase, nearly doubling its total from 2002.

Year	White	Black	Hispanic	Total	2005 Target	% of 2005 Target
2000	98	7	26	131	181	72.4%
2001	95	15	34	144	181	79.6%
2002	126	14	34	174	181	96.1%
2003	174	24	67	265	181	146.4%

*Does not include Level 3 Certificates

Data on Health/Nursing degrees awarded (Table 5) revealed that ACC failed to reach its 2005 target as of 2003. Examination of the data by ethnicity indicated sluggish growth for each of the three main groups.

Year	White	Black	Hispanic	Total	2005 Target	% of 2005 Target
2000	194	22	50	266	400	66.5%
2001	173	26	45	244	400	61.0%
2002	195	29	52	276	400	69.0%
2003	206	29	57	292	400	73.0%

*Does not include Level 3 Certificates

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Patterns

Examination of the last nine years of data on ACC enrollment and regional unemployment revealed that ACC maintained a base Fall enrollment around 25,500 in the mid to late 1990's, even when our regional economy was doing well. The recent economic downturn and resulting increase in unemployed persons may have had an affect on the increase in ACC enrollment over the same period (Chart 3).

In the Fall 2001 semester, approximately 75% of all higher education students attended public institutions in the Austin region. Of these, the University of Texas at Austin had the highest overall enrollment, but ACC had the largest number of students from within the region (Table 6).

While our region as a whole is highly educated, there are glaring differences between race/ethnic groups. Hispanics and African-Americans make up over 60% of the population with less than a high school education but less than 20% of those with a Associate's degree or greater. These percentages are almost precisely reversed for Asians and Whites (Chart 4). Income is more closely related to educational attainment than to race/ethnicity (Chart 5).

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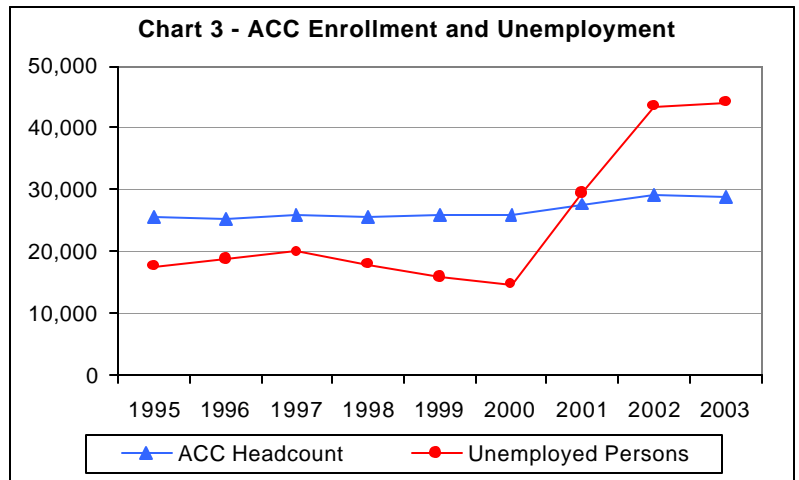
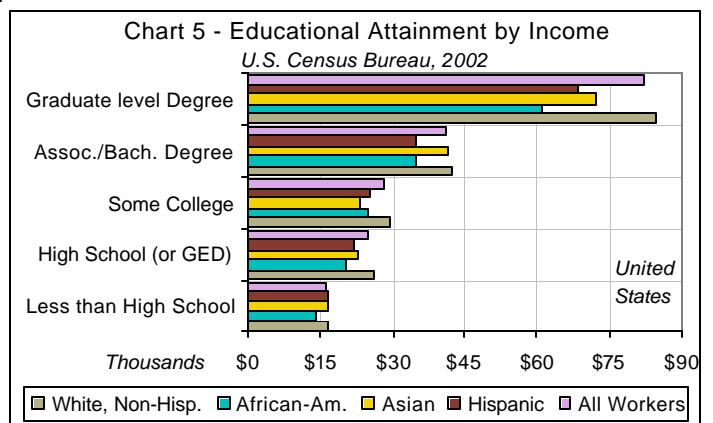
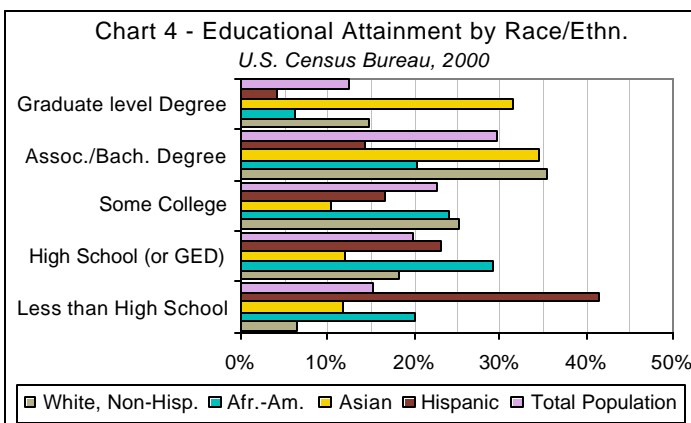


Table 6 - Regional Higher Education, Fall 2001

Public Institution	Enrollment		Percent from Central Texas
	Central Texas	Total	
University of Texas	9,848	50,616	19%
Texas State University	7,663	23,517	33%
Concordia	359	844	43%
Huston-Tillotson	357	618	58%
St. Edward's	2,605	4,151	63%
Southwestern	252	1,320	19%
Austin Comm. College	22,892	27,577	83%
Total Actual Enrollment	43,976	108,643	40%

Source: Compiled by Austin Area Research Organization from Texas Higher Education Coordinating Board and National Center for Education Statistics



Office of Institutional Effectiveness

The purpose of the Office of Institutional Effectiveness (OIE) is to support institutional effectiveness and continuous quality improvement for the College community. OIE promotes the utilization of information for making effective decisions, improving teaching and learning, and enhancing the well-being of the College and the community it serves. Integral to OIE's purpose is the use of best practices to provide scope, context, and meaning to facilitate the appropriate use of data.